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News Summary

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Explorations of the moon and Mars are among goals outlined for the National Aeronautics and Space Administration. Story on Page 5.

Mandatory retirement of faculty members at age 70 would be eliminated under a bill approved by a Congressional committee last week. Story on Page 23.

A House committee has moved to simplify rules that have been causing delays in the distribution of federal student aid. Story on Page 9.

Donald A. Hicks, Under Secretary of Defense for research and engineering, has a reputation for speaking his mind. Interview on Page 9.

An independent organization is needed to give colleges information about investments in their employees' retirement programs, a commission has advised. Story on Page 24.

The widespread practice of hiring temporary faculty members is damaging to higher education, a new report has warned. Story on Page 23.

The sale of pornography on campuses has become a difficult issue for an increasing number of colleges. Story on Page 27.

Information technology is beginning to transform what graduate business schools teach and how they teach it. Story on Page 29.

State-run universities in France would be able to set their own admission requirements under a proposed reform. Story on Page 31.

Three students and one employee at the American University of Beirut were killed in an attack on a school bus. Story on Page 31.

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PROMISING FIELDS

Experts Recommend 4 Research Areas for Government Spending on Science

By DAVID L. WHEELER
WASHINGTON

A joint committee of the National Academy of Sciences, the National Academy of Engineering, and the Institute of Medicine last week identified four research areas that it expects will bring the most immediate return on the investment of federal dollars.

The committee's report, aimed at all agencies involved in preparing the research portions of the federal budget, is intended to encourage them to put money into what the committee believes are the most promising areas of science:

► The science of thin films, substances only a few atoms to a few thousand atoms thick; and the science of interfaces, or boundaries between two substances.

► Decision making and problem solving, a field that so far has involved contributions from psychology, economics, statistics, operations research, political science, artificial intelligence, and cognitive science.

► Protein structure and biological function, including research into how chains of amino acids, after they have been translated from genetic messages, fold into functioning protein shapes, and how proteins can be artificially synthesized.

► Prevention and treatment of viral diseases, including acquired immune deficiency syndrome (or AIDS), herpes, influenza, hepatitis B, and rotaviruses, a cause of diarrheal disease and infant death worldwide.

White House and NSF Consulted

The Committee on Science, Engineering, and Public Policy has made such recommendations annually since 1982, based on the opinions of panels of experts. The committee chose the fields that the experts would look at after it consulted the White House Office of Science and Technology Policy and the National Science Foundation.

The recommendations do not include specific dollar amounts, but the experts do suggest ways to make the best use of whatever money is given out, and describe results that might be achieved.

Possible applications of research in thin films and interfaces include reducing the size but increasing the efficiency of microelectronic devices, controlling corrosion in

Continued on Page 6, Column 1

U. of California Vote and TIAA Action Buoy Divestment Backers

Even as President Reagan reaffirmed his rejection of stringent economic sanctions against South Africa last week, campus opposition to U.S. investment in that country was bolstered by two developments:

► The University of California Board of Regents voted to sell its $3.1-billion worth of holdings in businesses with ties to South Africa.

► The Teachers Insurance and Annuity Association and College Retirement Equities Fund called on about 160 U.S. corporations in which they have investments to pull out of South Africa, although the giant pension companies said that they were taking the action primarily for financial reasons and that they continued to reject divestment.

The California action, especially, is expected to increase pressures for divestment at other colleges and universities. Peter Duignan, a senior fellow at the Hoover Institution on War, Revolution, and Peace at Stanford University, said the regents' decision "encourages militant students elsewhere who can point to California and say, 'Why aren't we doing it?'

"It is going to make it difficult for any other university president to hold out against divestment."

Largest Single Divestment

The university's prominence and the size of its holdings guarantee that its decision to divest will attract a large amount of attention, said Meg Voorhes, a spokesman for the Investor Responsibility Research Center, an information service based in Washington.

"When students come back in September, they will have South Africa on their minds," she said. She predicted that the California decision would increase considerably the momentum of the divestment movement among colleges and universities.

According to the center's records, the university's action was the largest single divestment by any public or private univer-

Continued on Page 22, Column 1

Get More Involved in College Reform, State Leaders Told

But commission urges them to respect faculty's role

By SCOTT JASCHIK
SAN DIEGO

The Education Commission of the States last week called on state-government officials to get more involved in improving undergraduate education, but warned they must respect the roles of faculty members and campus administrators.

A report issued here cited "an overall mismatch between the educational needs of the nation and current practice in undergraduate education."

"State leaders can improve public awareness of the importance of undergraduate education, provide resources, and create a positive environment for change," said the report. "But lasting improvement in undergraduate education must come from within colleges and universities."

The Education Commission of the States is a non-governmental organization that helps state legislators and officials design their education policies.

The committee's report, *Transforming the State Role in Undergraduate Education: Time for a Different View*, made 22 recommendations to state leaders. Among them:

► Develop financial incentives to encourage colleges to improve their academic programs.

► Find ways to measure what college students learn without relying on any single standardized test.

► Work with high schools to raise the quality of entering freshmen and to encourage college students to avoid specializing too early.

► Set broad goals for colleges and universities while allowing campus leaders to

Continued on Page 12, Column 1

National Reports on Undergraduate Education Spur Changes at 1 in 3 Colleges, Survey Finds

By JEAN EVANGELAUF

National reports calling for the reform of undergraduate education are having a substantial impact on academe, according to a survey that the American Council on Education is releasing this week. At most colleges, faculty members are at least discussing the reports, and at over a third of them, the reform movement has spurred changes in academic programs.

Significantly, the reports have stimulated interest in the assessment of student learning, with 31 per cent of the institutions reporting that they have taken action on that issue.

However, assessment is a thorny issue: While most administrators support the concept, many are confused about what to measure, afraid that the results could be misused by outside agencies, and fearful that more testing and more studies will stretch their already tight budgets.

"The debate on assessment has so far glossed over the details, but colleges can't proceed with methods until they agree on what their objectives are," said Elaine El-Khawas, the council's vice-president for policy analysis and research and author of the survey report. "They need to debate very meaty issues."

The 1985-86 report on campus trends, the council's third such snapshot of the condition of higher education, presents a mixed picture, according to Ms. El-Khawas. "There is real financial distress," she said, "but at the same time there is a substantial rethinking of the curriculum."

Some 86 per cent of colleges are current-

Continued on Page 20, Column 1

National Reports Found Spurring College Changes

Continued from Page 1

ly making changes in their curriculum or have done so in the last few years. The most popular changes are those establishing new general-education requirements and those placing greater emphasis on communication, reasoning, and writing skills.

The survey, conducted this spring, was wide ranging, covering curricular, enrollment, faculty-hiring, and financial trends. It also asked detailed questions about student assessment, measures of institutional effectiveness, and international education.

"Lofty philosophical reasons and practical ones" underlie the interest in reviewing the curriculum, according to Ms. El-Khawas. "Curricular review can be a real revitalizing campus experience," she said, especially for campuses that have not experienced an influx of new faculty members in recent years.

While revamping the curriculum can be costly—colleges may need to hire consultants, take faculty and staff members away from their regular duties, and undertake extensive research—strengthening academic programs may be the best action that colleges can take to protect themselves against declines in enrollment and revenue.

Fresh Look at Student Services

Many institutions are already suffering from such declines. About one in three had smaller enrollments this year than last, and 29 per cent had budgets for educational expenditures that were stable or lower than they were in 1985.

In keeping with the calls for reform, which have focused not only on course work but on the entire undergraduate experience, most colleges are taking a fresh look at the services they provide students. One quarter have already made changes in such areas as academic advising, career counseling, and student employment, and slightly more say they plan to do so.

The survey indicates that the reform movement has gained momentum over the last year. In 1985, 45 per cent of the administrators said the reports had been discussed in faculty meetings and 24 per cent said they had been discussed among the trustees. By this year, those figures had jumped to 61 per cent and 39 per cent, respectively.

Changes in Academic Programs

That interest has translated into action. Changes in academic programs were reported by 36 per cent of those surveyed, up from 28 per cent in 1985. In the area of assessment, 31 per cent reported changes, up from 22 per cent one year earlier. In both years, an additional 25 to 30 per cent said they planned to make changes in those two areas.

The survey reveals a considerable divergence between what colleges believe are appropriate ways to assess students and what they actually do. For example, 84 per cent support testing students' oral-communications skills, but only 26 per cent do so. The most popular forms of assessment, performed by two-thirds or more of the colleges, are placement tests in English, mathematics, and reading.

Developing other, more sophisticated forms of assessment will take

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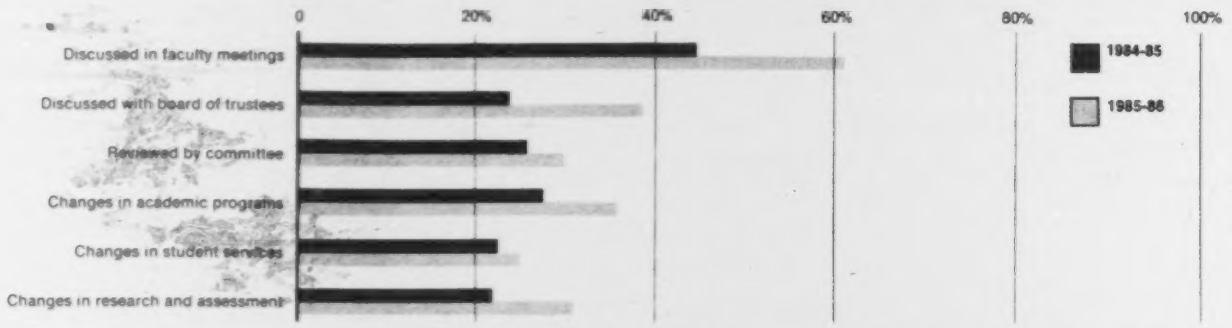
FACT–FILE

Response to National Reports on Curricular Reform

Proportion of colleges and universities reporting action in 1985-86, compared to 1984-85



	Universities		4-year colleges		2-year colleges		Public institutions		Private institutions		All institutions	
	1984-85	1985-86	1984-85	1985-86	1984-85	1985-86	1984-85	1985-86	1984-85	1985-86	1984-85	1985-86
Discussed in faculty meetings	51%	67%	51%	72%	40%	52%	n/a	60%	n/a	63%	45%	61%
Discussed with board of trustees	25%	38%	26%	39%	22%	40%	n/a	39%	n/a	40%	24%	39%
Reviewed by committee	30%	33%	31%	31%	21%	28%	n/a	34%	n/a	25%	26%	30%
Changes in academic programs	24%	33%	26%	29%	30%	41%	n/a	40%	n/a	30%	28%	36%
Changes in student services	15%	21%	18%	20%	30%	29%	n/a	27%	n/a	22%	23%	25%
Changes in research and assessment	15%	23%	15%	23%	29%	38%	n/a	37%	n/a	23%	22%	31%

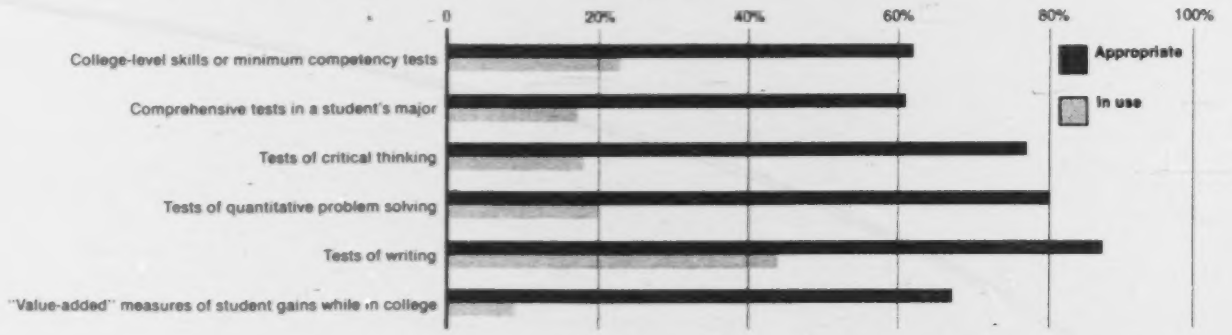
Measures of Institutional Effectiveness

Proportion of college leaders who are using them or consider them appropriate

	Universities		4-year colleges		2-year colleges		Public institutions		Private institutions		All institutions	
	Appropriate	In use	Appropriate	In use	Appropriate	In use	Appropriate	In use	Appropriate	In use	Appropriate	In use
Retention and graduation rates	87%	78%	87%	77%	89%	78%	87%	78%	89%	77%	88%	77%
Degrees and certificates awarded	79%	78%	71%	65%	78%	75%	79%	80%	73%	65%	76%	73%
Pass rates on professional licensing tests	84%	66%	75%	63%	82%	69%	87%	73%	72%	58%	80%	66%
Number of students served	67%	70%	69%	66%	76%	83%	77%	83%	65%	67%	72%	76%
Courses completed and credits earned	70%	72%	77%	75%	81%	77%	78%	76%	76%	75%	77%	75%
Test scores of professional-school graduates	80%	49%	65%	25%	58%	22%	67%	34%	65%	26%	66%	30%
Test scores of other graduates	67%	31%	52%	18%	56%	15%	55%	22%	61%	17%	58%	20%
Other measures of student learning	77%	38%	89%	38%	75%	42%	75%	41%	85%	39%	80%	40%
Percent of graduates continuing their education	79%	53%	71%	60%	79%	62%	76%	58%	78%	62%	77%	60%
Honors and other achievements of recent graduates	83%	70%	86%	64%	75%	54%	75%	53%	86%	69%	80%	60%
Job placement rates of graduates, by field	82%	66%	92%	71%	92%	80%	90%	77%	90%	72%	90%	74%
Graduates' performance on the job	74%	23%	78%	31%	89%	52%	86%	45%	78%	34%	83%	40%
Ratings by graduates	84%	54%	82%	46%	92%	54%	91%	59%	84%	43%	88%	52%
Long-term outcomes of graduates	83%	29%	95%	35%	82%	26%	81%	26%	91%	33%	86%	29%
Achievements of faculty members	94%	82%	83%	66%	73%	48%	80%	58%	81%	63%	81%	60%
Institutional success in grants and contracts	83%	71%	53%	35%	63%	48%	67%	55%	61%	42%	64%	49%
Institutional success in community services	85%	69%	68%	50%	81%	66%	87%	73%	67%	48%	78%	62%
Institutional success in research	87%	73%	44%	23%	34%	20%	48%	37%	49%	28%	49%	33%

Methods of Assessment

Proportion of college leaders who consider them appropriate and who are actually using them



	Universities		4-year colleges		2-year colleges		Public institutions		Private institutions		All institutions	
	Appropriate	In use	Appropriate	In use	Appropriate	In use	Appropriate	In use	Appropriate	In use	Appropriate	In use
College-level skills or minimum competency tests	55%	19%	70%	26%	61%	23%	62%	26%	62%	19%	62%	23%
Tests of general knowledge in areas such as the humanities and sciences	51%	15%	71%	13%	48%	15%	52%	16%	59%	12%	55%	14%
Comprehensive tests in a student's major	67%	25%	82%	26%	46%	7%	51%	11%	73%	23%	61%	17%
Tests of critical thinking	79%	17%	89%	26%	69%	15%	73%	15%	82%	22%	77%	18%
Tests of quantitative problem solving	83%	24%	88%	27%	74%	14%	75%	18%	84%	23%	80%	20%
Tests of oral communication	82%	23%	88%	29%	83%	26%	81%	27%	88%	25%	84%	26%
Tests of writing	87%	43%	91%	50%	85%	40%	84%	42%	90%	46%	87%	44%
"Value-added" measures of student gains while in college	64%	9%	80%	10%	62%	9%	65%	11%	70%	8%	67%	9%
Mathematics placement tests for entering students	89%	82%	95%	74%	95%	96%	98%	95%	88%	79%	93%	88%
English placement tests for entering students	89%	79%	88%	79%	95%	97%	99%	94%	83%	81%	92%	88%
Reading placement tests for entering students	71%	52%	78%	52%	93%	89%	93%	83%	73%	55%	84%	70%
Placement tests in other skills for entering students	64%	36%	59%	34%	75%	38%	70%	37%	65%	36%	68%	36%
Pre- and post-tests for remedial courses	67%	58%	78%	63%	85%	69%	90%	74%	66%	54%	79%	65%

Administrators' Views on Assessment

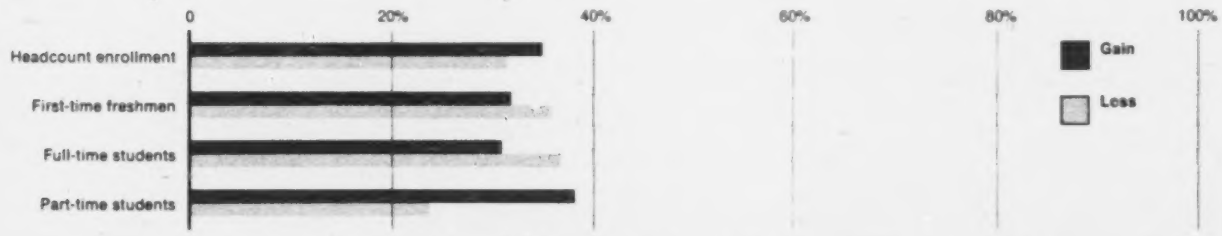
Proportion of those who agree or disagree with certain attitudes

	Universities		4-year colleges		2-year colleges		Public institutions		Private institutions		All institutions	
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
College leaders favor assessment	48%	13%	80%	0%	83%	5%	77%	6%	72%	3%	75%	5%
Most faculty members support assessment	31%	23%	56%	17%	71%	4%	60%	10%	57%	14%	58%	12%
Developing assessment measures requires much experimentation	61%	20%	60%	21%	48%	33%	52%	33%	58%	19%	54%	27%
Using nationally standardized tests for assessment may distort the educational process	50%	23%	46%	35%	28%	41%	36%	37%	40%	34%	38%	35%
Assessment should be linked to analyses of institutional effectiveness	77%	6%	89%	1%	92%	1%	86%	3%	89%	2%	88%	2%
All colleges should publish evidence of their effectiveness	30%	30%	33%	24%	52%	13%	50%	19%	33%	21%	42%	20%
For accreditation, colleges should show evidence of institutional effectiveness	60%	21%	55%	19%	70%	9%	74%	12%	52%	17%	64%	14%
States should require colleges to show evidence of institutional effectiveness	40%	36%	28%	35%	56%	17%	59%	20%	28%	34%	45%	26%
Most campuses officials strongly fear the misuse of assessment by external agencies	69%	8%	70%	17%	62%	20%	62%	17%	69%	16%	66%	16%

Note: Percentages do not total 100 because "uncertain" responses are not included.

Gains and Losses in Enrollment

Proportion of colleges and universities reporting changes in 1985-86, compared to 1984-85

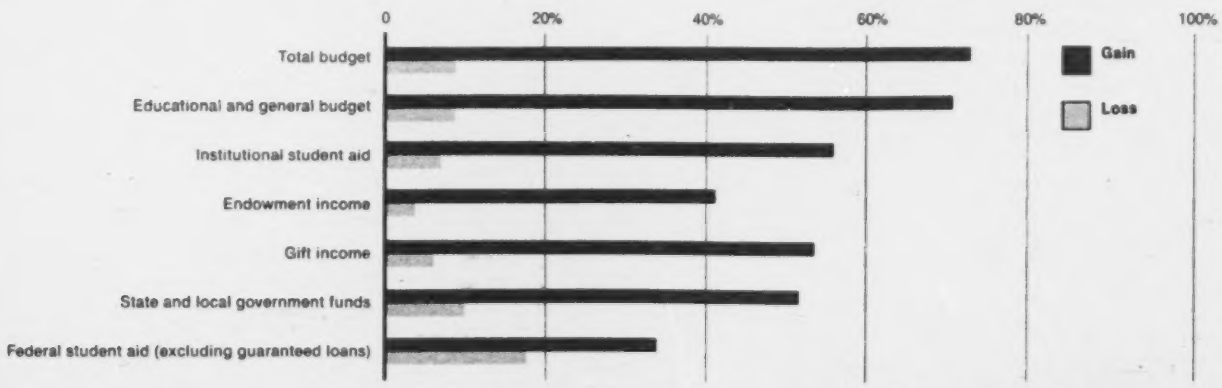


	Universities		4-year colleges		2-year colleges		Public institutions		Private institutions		All institutions	
	Gain	Loss	Gain	Loss	Gain	Loss	Gain	Loss	Gain	Loss	Gain	Loss
Headcount enrollment	27%	19%	42%	34%	35%	37%	35%	31%	36%	34%	35%	32%
Total full-time-equivalent enrollment	25%	23%	34%	34%	36%	40%	35%	34%	31%	35%	33%	35%
Full-time students	29%	20%	34%	44%	30%	40%	31%	37%	31%	36%	31%	37%
Part-time students	32%	21%	39%	15%	41%	31%	41%	29%	37%	19%	39%	24%
First-time freshmen	32%	32%	31%	34%	32%	38%	34%	32%	29%	40%	32%	36%
Enrollment, master's level	41%	19%	40%	20%	0%	0%	34%	22%	36%	18%	35%	20%
Enrollment, doctoral level	29%	7%	0%	0%	0%	0%	31%	3%	7%	16%	18%	10%
Black students	24%	20%	22%	8%	22%	11%	25%	15%	20%	8%	22%	12%
Hispanic students	24%	9%	8%	8%	13%	10%	17%	12%	10%	6%	14%	9%
Asian students	39%	8%	10%	5%	17%	5%	20%	5%	20%	6%	20%	6%
Native American students	20%	11%	7%	7%	9%	6%	13%	8%	8%	7%	11%	8%
Median age of students	6%	2%	13%	0%	22%	3%	20%	3%	12%	1%	16%	2%

Note: Percentages do not total 100 because institutions reporting no change or changes of less than 2 per cent are not included.

Changes in Institutional Finances

Proportion of colleges and universities reporting gains and losses in 1985-86, compared to 1984-85



	Universities		4-year colleges		2-year colleges		Public institutions		Private institutions		All institutions	
	Gain	Loss	Gain	Loss	Gain	Loss	Gain	Loss	Gain	Loss	Gain	Loss
Total budget	83%	10%	73%	8%	69%	9%	73%	11%	73%	7%	73%	9%
Educational and general budget	82%	10%	70%	7%	67%	10%	69%	12%	74%	6%	71%	9%
Institutional student aid	66%	7%	67%	10%	45%	6%	43%	10%	70%	4%	56%	7%
Endowment income	50%	6%	47%	5%	30%	2%	30%	4%	51%	4%	41%	4%
Gift income	68%	4%	62%	4%	42%	8%	50%	5%	59%	7%	54%	6%
State and local government funds	63%	11%	35%	9%	58%	10%	68%	13%	32%	7%	52%	10%
Federal student aid (excluding guaranteed loans)	36%	15%	31%	26%	35%	14%	33%	16%	36%	19%	34%	18%

Note: Percentages do not total 100 because institutions reporting no change or changes of less than 2 per cent are not included.

CHRONICLE CHARTS BY PETER H. STAFFORD

SOURCE: AMERICAN COUNCIL ON EDUCATION

Continued from Preceding Page

time and money. "The process of assessment raises very substantial academic questions," Ms. El-Khawas said. It could take a year or more of committee meetings among faculty members and administrators to determine what skills to test and how to interpret and use the results, she said. At this point, about two in three colleges say they have no clear sense of what to evaluate.

However, college officials, particularly those at baccalaureate institutions, support a wide variety of testing, including "value-added" assessment to measure what students have gained while in college, comprehensive examinations in a student's major, and the testing of both minimum-competency and "higher-order" skills.

Linked with the heightened interest in assessment is substantial interest in determining how effective the institution is over all in serving its students. "The figures are a very nice surprise," said Ms. El-Khawas. "Colleges are monitoring quite a variety of things."

The most popular measures, taken by at least two-thirds of the institutions, are low-cost ones, such as determining retention and graduation rates, counting the number of degrees awarded, and keeping track of how many students pass professional licensing examinations.

Some institutions are also measuring effectiveness in ways that are more costly and time-consuming. Half survey new graduates about their opinions of their college experience, 40 per cent assess the quality of graduates' job performance, and 29 per cent survey alumni 5, 10, or 15 years after graduation.

Continued Financial Weakness

In other areas, the survey showed continued weakness in college and university finances. Only 36 per cent of the administrators rated their institutions' overall financial condition "excellent" or "very good." Fewer than one-third gave those high marks to faculty compensation and student aid.

Although the numbers vary widely by type of institution, most colleges are dissatisfied with the preparation of entering students, the survey results indicate. Only 7 per cent of the two-year institutions, 18 per cent of the baccalaureate colleges, and 42 per cent of the universities marked that item "excellent" or "good."

Colleges appear generally satisfied with their relationships with outside groups, with majorities noting excellent or very good relationships with regional and specialized accrediting agencies and with federal and state governments.

While most colleges hired new faculty members in 1985-86, they did so primarily to replace those who retired or left for other reasons, according to the survey results. Over all, 37 per cent reported a net gain in the number of full-time faculty members, 42 per cent reported no change, and 21 per cent said they had a net loss.

The survey was sent to a national sample of 456 colleges, and the response rate was 80 per cent. Most of the respondents were academic vice-presidents or presidents.

Copies of the survey report, *Campus Trends, 1986* may be purchased from the American Council on Education, Division of Policy Analysis and Research, One Dupont Circle, Suite 800, Washington 20036. The price is $5 prepaid for council members and $8 prepaid for others. The 1984 and 1985 reports are also available at the same prices.

More and More Colleges Debate Their Proper Role in Curbing Pornography on Campus

Continued from Preceding Page

union official decided to remove *Playboy* and *Penthouse* from the shelves—and nobody noticed. Jim Sheppard, the union director, says students don't care that much whether the magazines are sold in the union.

In February 1985, because of his personal beliefs, he decided to halt the sales of the magazines on an experimental basis but did not make a public announcement of the action. "We pulled *Playboy* and *Penthouse* from our shelves and no one noticed for three months," he says. "What this tells me is the magazines were not that important."

Mr. Sheppard was prepared to persuade the administration to continue the ban if there was an outcry against it. But, he says, the fact that the magazines have been off the shelves for so long with no protest implies that the university probably will not need a formal policy.

Administrators at Michigan State have been grappling with a problem that has proved more troublesome than magazine sales on some campuses: pornographic movies.

At several institutions, officials say they have found it more difficult to set policies on the showing of such movies than to prescribe rules regarding the magazines. Pornography is not illegal; only obscenity is. If a student group wants to sponsor a pornographic movie, the university cannot legally stop it.

Students as Actors

At Michigan State, a student film group sparked an incident that brought the university national attention. The Box Office Spectaculars, a film society that regularly shows X-rated movies, screened a pornographic film that was produced on the campus with Michigan State students as actors. Women's groups protested, and university administrators tried to stop the group from showing the movie.

University officials had difficulty halting the movie showing. To stop the film, a panel would have to have reviewed it first to determine whether it was obscene, explained Craig Harris, an associate professor of sociology and chairman of a university committee that has dealt with the pornography issue. Otherwise, he said, the university would be violating a federal law against prior restraint, which prohibits a regulatory board from halting the showing of a movie without previewing it and judging it against previously established standards.

Respect for First Amendment

Moses Turner, Michigan State's vice-president of student affairs and services, says it should be within the institution's power to bar pornographic movies from its campus. "Our position was that because the student organizations come under the umbrella of the university, the university is allowed to supervise their actions," he says.

"The First Amendment is an issue that we dearly do not wish to violate," Mr. Turner says. "But we have a right to decide whether something meets our objectives, and we do not want to provide pornographic entertainment on the campus."

Mr. Turner adds that a ban on pornographic movies would have limitations, and the university is not trying to dictate how students entertain themselves. "If the students want to take videos to their rooms, that's fine," he says. "We're not going to blind them for watching it."

A ban also would not prevent professors from showing pornographic films as a part of their courses.

A policy prohibiting the showing of pornographic movies would not necessarily bar all X-rated movies, Mr. Harris says. Some X-rated movies that contain no sexually explicit scenes but have a lot of graphic violence might still be shown on the campus, he said.

Student film societies at Michigan State now show X-rated movies about two or three nights a week—a frequency that concerns some administrators. Mr. Harris, of the academic environment committee, says he fears that by showing the movies regularly, the institution is implying that pornography is acceptable.

Mr. Harris says the university should have the right to halt the showing of all pornographic movies. "It has always been held that the First Amendment can regulate freedom of speech when there is a clear and present need to do so," he says. "But you can only do as much as you need to accomplish what you want."

At Indiana University, state law makes it illegal for the university to establish a policy banning X-rated movies. But administrators there are attempting to counteract the effects of the movies with an educational panel.

That group was set up in March 1985 in response to a film that was shown in an all-male residence hall. Because of the outcry from students, Michael Gordon, dean of students, called for a moratorium on all pornographic films until a policy could be established.

The administration took a position "which discourages, but does not ban, the showing of such films." After a series of debates, a committee of the faculty council followed up by creating a Task Force on the Education of Pornography.

The purpose of the group is, over the course of three years, to educate the student body about pornography with speakers, films, and panels.

Arrested on Obscenity Charge

The group, which just completed its first year, has sponsored several speeches by faculty members who study human sexuality, sociology, psychology, law, and journalism. Edward Donnerstein, a University of Wisconsin researcher, lectured last spring. Mr. Donnerstein, who is studying the link between pornography and sexual violence, had his conclusions quoted frequently by the U.S. Justice Department's Commission on Pornography.

The Indiana committee has raised many issues including the degradation of women, the positive and negative effects of pornography, and the aesthetic aspects of pornographic films.

Mr. Gordon says he is quite pleased with the results. "The average student at Indiana University knows many more dimensions of the issue and knows more than the average student at other campuses as a result of the task force," he says.

Only one pornographic film has been shown at Indiana since the committee was formed, Mr. Gordon says. The men from the same dormitory showed an X-rated film in the fall of 1985. Police officers, who were called in to view the movie, declared it obscene. Mr. Gordon said one student was arrested and charged with displaying obscene material; his trial is scheduled for this fall.

1985 Enrollment and Degrees at 343 Graduate Schools

	Public institutions		Private institutions		All institutions	
	Fall 1985	1-year change	Fall 1985	1-year change	Fall 1985	1-year change
Total graduate-school enrollment						
Ph.D.-granting institutions	506,883	+1.8%	210,845	−0.4%	717,728	+1.2%
Master's-degree-only institutions	115,013	+4.4%	25,087	+2.9%	140,100	+4.1%
All institutions	621,896	+2.3%	235,932	0.0%	857,828	+1.6%
Full-time graduate-school enrollment						
Ph.D.-granting institutions	216,581	+1.1%	92,756	+1.3%	309,337	+1.2%
Master's-degree-only institutions	21,692	−2.7%	7,047	+15.3%	28,739	+1.2%
All institutions	238,273	+0.7%	99,803	+2.2%	338,076	+1.2%
Part-time graduate-school enrollment						
Ph.D.-granting institutions	262,849	+2.9%	114,427	−1.6%	377,276	+1.5%
Master's-degree-only institutions	90,305	+6.2%	18,040	−1.3%	108,345	+4.9%
All institutions	353,154	+3.8%	132,467	−1.6%	485,621	+2.2%
First-time graduate students						
Ph.D.-granting institutions	120,613	+1.8%	50,399	+0.6%	171,012	+1.4%
Master's-degree-only institutions	27,035	+5.8%	7,705	+1.9%	34,740	+4.9%
All institutions	147,648	+2.5%	58,104	+0.7%	205,752	+2.0%
Applications received						
Ph.D.-granting institutions	414,892	+4.2%	179,036	+2.0%	593,928	+3.5%
Master's-degree-only institutions	44,814	+5.8%	12,938	+1.5%	57,752	+4.8%
All institutions	459,706	+4.4%	191,974	+1.9%	651,680	+3.7%
Graduate assistants						
Ph.D.-granting institutions	121,807	+6.6%	30,308	+5.1%	152,115	+6.3%
Master's-degree-only institutions	5,824	+1.8%	609	−0.5%	6,433	+1.6%
All institutions	127,631	+6.4%	30,917	+5.0%	158,548	+6.1%
Graduate fellows						
Ph.D.-granting institutions	21,000	+3.7%	15,054	+4.7%	36,054	+4.1%
Master's-degree-only institutions	344	+20.3%	78	+25.8%	422	+21.3%
All institutions	21,344	+3.9%	15,132	+4.8%	36,476	+4.3%
Degrees awarded in 1984-85						
Ph.D.	20,027	+0.7%	8,523	−3.8%	28,550	−0.7%
Master's	126,747	−0.3%	56,659	+10.3%	183,406	+2.7%

Note: The figures are based on the reports of 343 of the 385 institutions that are members of the Council of Graduate Schools.

SOURCE: COUNCIL OF GRADUATE SCHOOLS IN THE UNITED STATES AND GRADUATE EXAMINATIONS BOARD

Dealing with Pornography: How the U. of Wisconsin Reached Its Decision

MADISON, WIS.

Mary Process thought pornographic magazines were so morally wrong that she refused to sell them while she was working as a sales clerk at the University of Wisconsin's student union.

University administrators forced the Wisconsin student to quit her job for sticking to her beliefs.

It was this highly publicized incident in February 1985—along with many protests that followed—that made the university's union council question the need to sell pornographic materials, says Ted Crabb, the union director.

After discussing the issue for several months, in May 1985 the union council decided to take *Playboy*, *Playgirl*, and *Penthouse* off the shelves. According to Mr. Crabb, the council didn't think its decision violated the First Amendment. "They saw that it was their prerogative to decide what was going to be sold," he says. The two unions sold about four or five of the magazines per month, he says; magazines in general are not big sellers.

Irving Shain, chancellor of the Madison campus, thought the council's decision was hasty and possibly unconstitutional. Last fall he ordered that the magazines be placed back on the shelves until the university could establish a formal policy.

The union council appointed a committee to review its options. Mr. Crabb says the committee considered the goals and ideals of the union and university, as well as students' right to purchase the magazines. Any policy it developed would have affected only the unions, not the campus bookstore, which still sells the magazines, he says.

In April, the committee presented the union council with four options: sell no magazines, sell only the most profitable magazines, sell the magazines related to the mission and purpose of the union and university, or use a combination of the second and third.

'Strictly a Convenience'

The council chose to sell only the magazines related to the goals of the university, and decided to include in this plan only weeklies and biweeklies.

"It was their feeling that [the sale of magazines] was strictly a convenience function," Mr. Crabb says. "This service was not directed primarily to students, but to convention-goers and people waiting to take the bus."

Mr. Shain, the chancellor, approved the plan—and the American Civil Liberties Union in Wisconsin now wants to take back the Civil Libertarian Award it presented to him last fall for reinstating the sales of pornographic magazines, says Eugene Edgar, executive director of the civil-liberties group.

It is possible that the policy could be amended to include monthlies, Mr. Crabb says. For now, the union's program board will review only weeklies and biweeklies.

Union council members say it was within their power to make this decision, and that it was not unconstitutional. "The majority of the people on this committee did not see it as a First Amendment issue," Mr. Crabb says. "Choices are made daily here about which textbooks to use and classes to teach. This was just another choice."

It was a bad choice, according to Erwin Knoll, editor of *The Progressive*, a liberal monthly that is published in Madison. (Mr. Knoll says *The Progressive* sold only a few copies at the unions.)

"It's hard to formulate a consistent policy to eliminate the sales of pornographic magazines," he says. "You can end up doing the kind of dopey thing they did. They could have just banned magazines that started with the letter 'P.' "

Selling pornographic magazines on the campus may not be consistent with the university's ideals, Mr. Knoll says. He suggests that the union sell only academic journals—or no magazines at all.

The Progressive plans to sue the university for violating the First Amendment, in order to get his magazines back on the shelves, Mr. Knoll says. "I think this is a disgrace and unconstitutional to engage in this kind of censorship," he says.

—JENNIFER A. KOBERSTEIN